Lamp
Educat
Univ
Queen

THE UNIVERSITY QUESTION

A SYMPOSIUM

316282

KIN ATLIN
[illegible]
[illegible]

Pamph
Educat
NAW
Queen

(With the Compliments of the
Queen's Alumni Conference)

THE UNIVERSITY QUESTION

(A SYMPOSIUM)

316.282
6 9 35

KINGSTON
[illegible] THE BRITISH WHIG PRINTING OFFICE,
1900

Gift of a very old friend.

Herbert Fairbairn Gardiner

Hamilton Ontario

SYMPOSIUM ON THE UNIVERSITY QUESTION

AT one of the Conferences, held Feb. 20th, the Principal asked for a frank interchange of views on this question and suggested that the article which was published in the last QUEEN'S QUARTERLY might be taken as a text for comment or criticisms. We give a summary of the remarks made by the principal speakers on the occasion. D. Watson opened the discussion as follows:

Professor Grant in his article on the University Question attributes the true keep-note when he says that the real question is what is for the interest of the Province as a whole and again whether our higher education which is the long run manifest and stamp out our system shall be encouraged to develope freely. The last statement I cannot trace than I obviously do. All applied knowledge rests upon the study of *principles*. This is one thing the Germans have understood and therefore there who a system encourages specialism in the study of principles. Except by an energy usual gift of natural progress has always been made through the instrumentality of men who have begun with a thorough study of principles. This applies to humane studies, as well as to the physical sciences. The best kind University study must there always be a thorough group of principles. And it must be disinterested. This must be emphasized because there is a prejudice abroad that it is not practical to be merely there specific application that we ought to teach our young men and women. No doubt we must teach applications, but unless we encourage the study of principles, we shall never produce scholars and scientific men of the first rank, and must continue to occupy a subord nate place among the civilized nations of the world. May the present low ideal of education will be more and more accentuated, and will not one day expel even the remnant of a higher ideal which still makes itself felt. No one who has the real interests of Canada at heart can complete with any complacency the development of men who love truth for itself and are prepared to make large sacrifices for it.

What is the present state of things? President Loudon

has told us that our Secondary Education could hardly be worse than it is. With certain reservations I believe that President Loudon is right and that a distinct reform of our Secondary Education is an urgent national fact. It therefore seems to me of great importance that the future curriculum of our High Schools and Collegiates lest unless should be dominated by the combined efforts that best educational experts in the province. Assuming President Loudon to be right, it is hard to resist the conviction that a majority of the Senate of Toronto University has consented to or intended a bad system of Secondary Education and has embodied an imperfect ideal of education in the matriculation examination, which again exerts on the students in the High Schools. There is undoubtedly a moment in the Senate of Toronto University who know better but for some reason or other their views have not had due weight. Now, the matriculation examination affects Queen's as well as Toronto, and ought to be determined by the united voices of both Universities. For the matriculation examination we are not responsible. We have to adopt that of Toronto, or fix on High School teachers to doubt the number of the classes for matriculation in the interest of higher education. It seems that this should cease. At present we are helpless. When we make a modest suggestion some hint comes to the character of the matriculation examination, our communication was not even acknowledged and of course we sent no more communications. My point here is that when the Government office is recognized as a national educational organ of the Province, we shall then as a matter of course have a voice in determining the character of the education of the province. I feel certain the time will be good. Education is a very difficult matter and should be carefully considered by those directly interested in it. We don't claim all wisdom, but we claim to have a little and in any case the important thing is that matters should be discussed from different points of view. Whether the Government gives the province all and or not seems to me less important than that it should officially recognize that we are on the same educational level as Toronto. It is for the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of letting their influence be felt. The combined representatives of Toronto and Queen's could have no difficulty in

Supposing the present matriculation examination. For this reason I think that the present co-ordinate arrangement should come to an end and that this takes place I dispute as any radical improvement. It was Secondary Education.

We must at solidly distinguish two things that differ—first education and subject matter. A University must be true, I let it be a University at all. But there is no value in the vulgar rivalry for students. By the present examination state it has got we have been forced to accept the contribution of Toronto. A common matriculation examination based upon the consent of both Universities, would put an end to the wretched state of things and leave each University free to consider its neighbours in the production of graduates in arts of its own letters and science. At present our Universities, as President Loudon points out, are in most subjects, very little above the level of a good English public school or a German Gymnasium. Where is it as Grellan said years ago "amongst people, and unless things mend we are going to be mere and more annoyed at Curtiss' sons of the turn. What would his great scholar have said had he learned that in a University only in a year not even a single pupil has entered the Co legate Institute in Greek! No man in which may be responsible for this scandalous state of things, it is obvious that it is the duty of all University men who value the honour of the island to use their influence in reforming the higher education to its proper place in our educational system."

The subjoined statement of the Rev Dr Thompson of Sarnia, was then read

The University question is at its culminating point, it is a reality the question of the higher Education of the country and as such it demands the wisest and most earnest consideration. I am not as some of his professed friends of Toronto University proclaim his hysterical fears that it was—the formation of one institution against another or of Queen's coming to despoil Toronto of her pet classes. It is simply the practical question What will be best for the country at large? What will tend to further the interests of higher education in the Province? What will best meet the needs of all our people?

That Queen's is in the point sense a national institution,

that the welfare of the country, especially Eastern Ontario, needs his services, that the work he does is of as high an order as that done by any other man in one of the learned professions, and that therefore his claim on public recognition is at least fully as well evident as other claims. But of these I do not now speak, wishing only to emphasize the need of education in the public mind on the whole subject involved.

That higher education is being the very life of a country and the source of its prosperity has a claim upon the Government of that country for liberal support as much as that of any other institution. And well-educated men know that our institutions are quite as much entitled to greater advantages than on the higher education of a people.

But the great hindrance hitherto has always been the fact that the great mass of the people do not see the merits of the case. Even some of these representatives are not sufficiently alive to its importance. They do not see that it tells directly on the material wealth. The obstacle in the way hitherto has been the low state of mind and aims. We have no interest in the question. There is nothing in it for us. We get no gain from University training. In those who want it provide for it what we need in the practical or some thing that be things to our bread and butter. Surely the merely most can see the liberality of this position, if should those with things, point out its fallacy knowing as they do that theory comes before practice, and that all mechanical appliances and all that is practical in life, all that has helped forward the industry and progress of the people has been first thought out in the laboratory or in the study of the thinker and the artist; also that our relative position according to higher education has been favoured or neglected. This is the secret of our industrial success at Germany.

Moreover, I believe I working men know that University training is almost the only channel through which their sons can pass into more important and different spheres of service, and that the sons of our students are not from the families of the rich. Obviously what is needed is to educate the people to a true appreciation of the merits of this question. What this congeries of the base demand to be done in that education? contrive, instead of pulling against each other and thereby wash

ouing these moral force imagining that what one gets or as much taken from the other should rather as formers of public opinion and guardians of higher education some times forms make common cause and raise a claim which no government could afford to overlook. For if they are not prepared to take a broad statesmanlike view of the whole situation where need we look for it? This is, as I understand it, the position taken by Principal Grant in his article on the subject in the last QUEEN'S QUARTERLY.

The government itself may feel the force of the argument and personally be most anxious to respond to it as is so rational and urgent. But what can they do unless their supporters up hold them. And what can the local members of Parliament do unless their constituents support them? Therefore the need of letting light in on the question and by lines upon line educating the public sentiment of the country. And let us be careful to show that this is not a quest on of party politics, but one that must rest upon the patriotic and public spirit of our people. Anything that tends to bring this discussion or give it a partizan outlook or local colouring is to be deprecated."

Professor McNaughton was called upon and said,—

"I recess to me that Dr Watson has hit the nail on the head. Not the least important aspect of the University Question in this one to which he has called attention. The control of the Higher Education in this province has been in only a few hands of the Senate of Toronto University. That control has been exercised in what must be called on the whole a rather Philistine direction. I am sure that if Queen's were recognized by the government and could therefore make her voice heard authoritatively on matters of Higher Education, the province as a whole would benefit and the better elements in Toronto University also would obtain a welcome reinforcement.

I should like to say a word suggested by the communication read from Dr Thompson on the popular idea of practical education. As if any subject could be called practical which appeals to the little logical curiosity of man. The first practical interest in education is the training and sharpening of the supreme instrument for all practical work whatsoever, viz., the human mind, and any training which leaders that end is practical

in the highest degree. Realist here can we tell what are the limits of the practical applicability of any the results of the disinterested search for truth? More than two thousand years ago a Greek mathematic as worked out the properties of the ellipse. This seemed an absolutely barren speculation with no possible relation whatever to the actual workaday world. In remained so, a perfectly die, useless piece of abstract intellectual theory for centuries, until one day Kepler discovered that the planets move in ellipsic orbits round the sun and then Newton came and based upon this fact his discovery of universal gravitation. Hence, among other things, the whole science of astronomy and navigation that among such is the whole art of navigation. And so every ship that sails the sea does so in virtue of the impractical speculations of an old Greek who lived more than two thousand years ago.

Our greatest practical concern is to be an intelligent people. If we are that, success will come to us in every sphere. If we are not we shall fall behind all round in the race which is becoming keener every day. Bismarck said at the beginning of last century the France ruled the land, England—the sea, and Germany—the sky. They who rule the sea as Germany has shown will soon be rich and land and sea. England has partly forgotten this. She must learn it again if she is to hold her place. Canada must recognize land support her schools and universities according if she means to come to anything other by half or less."

Mr Gentry of Gananoque said :—"The time is ripe for agitating the question in Ontario because the matter must come before the legislature at an early date. Toronto University the only one which has received aid from the state, is now pressed for want of revenue. It is running behind every year, and now appeals to the province for more adequate support. This appeal cannot be granted by the Government because it cannot find the Province. University continue to run deeper and deeper into debt and on the other hand it can neither make the revenue come the work now found necessary nor cut down the work to fit the revenue. For when the question comes up the legislature the friends of Queen's will have their opportunity to pro-

saint their very strong case. Queen's has a claim which cannot be ignored. The work she has done and is doing for the Province and the Dominion, the strong sentiments of loyalty she has developed in her graduates, the increasing number of her students, and the esteem for her which pervades the whole country, alone, but illustrated by her extraordinary liberality of the city of Kingston, show that Queen's is one of the great institutions of our country. One-fifth of the work done in the intermediate education in the province is done by graduates of Queen's, and the increasing of those graduates has not cost the province a dollar, in the endowment or annual grants. As it is, I believe, such a record can surely go with a good conscience and ask recognition and ask to be taken out of the public funds with something like proportions a liberal legislature has asked to help Toronto University out of its present financial difficulty. What the friends of Queen's can do and should do now is to interest the public mind as far as they can, with reasonable views, first, on the importance of thoroughly efficient University work in Ontario, and secondly the reasonableness of Queen's claim, in the circumstances to a share of Provincial help to ensure still great efficiency.

THE SCHOOLS OF ENGLAND.

I have been asked to contribute to the symposium on the question of school education in Ontario some general impressions of the schools in England. Of the Board Schools and the Voluntary Schools, the one supported by local rates, the other in some measure by subscriptions, and both very largely maintained by state aid—I am hardly able to speak. These schools are entirely elementary as a rule and in general parents who can manage to send their children somewhere do so and can wisely do it. Nor do I wish to speak of Elementary Schools generally kept by private persons, where children are prepared for the Public Schools to which the boys will go and the High Schools which are exclusively for the girls. The High School is a comparative by modern development but the Public Schools are immemorial. I use here the phrase Public Schools as a convenient term to cover

"Boys from these and numerous from the Board Schools compete for entrance scholarships at the Public Schools, whence in time they may go to the Universities.

at once these great foundations, some extremely old and others more recently created after their model, which are the Public Schools of England proper par excellence and the less imposing but not less excellent Grammar Schools. Shrewsbury was an example of the latter developing in the 19th century into the former under the rule of Dr Butler and Dr Kennedy.

What I have to say applies then to those two classes of Public Schools, and as I shall show applies to them in very various measure. My personal experience is of the Grammar School, but the points I shall emphasise are true a fortiori of the other class.

The first thing to remark is that there is in England an universal or even widely accepted system of secondary education as there is on Continents. That is to say while the government takes care that the revenues of an ancient bequest or foundation are not diverted from the School concerned to an extraneous object it leaves the control of the School to the School's own governors and the curriculum generally to the head master within certain very wide margins. Rarely do governors may have something to say as to the curriculum in some Schools but it is probably an rule left to the head master who, however, has not as much heed as might be supposed. For after all he and his colleagues, his governors and boys, are all tied by tends and every School has its own tradition, stronger or weaker as may be.

The tradition of a School depends on a hundred things—the School's history which may extend over centuries, the character and tone of the School during the last few decades, the head master and his predecessors, the assistant masters and their traditions, associations with some particular college in Cambridge or Oxford (of a great example is given by Eton and King's College Cambridge) the type of boy that has regularly led the School a manner spoken and manner and so forth. But above all there is the public opinion not merely of the English society at large but of the School a non public—its Old Boys and of the similar "public" of other Schools, all focussed in the Universities. If you know what becomes of the best boys of a School, you can tell at once the general character of the School.

The Public Schools are thus all under the influence of University opinion. In a large sense all the time. It is not that the

Professors of the Universities are always English education, but they are a more handful and often have little weight in forming University opinion, but the great mass of men with University degrees have no voice in guiding, though it be only indirectly, the destinies of the University. In particular the quite 500 resident Masters of Arts at Cambridge and at Oxford (the lecturers and "dons" of the colleges and others engaged in teaching or research) control education, but if a majority of these go too far in any direction they are very liable to be outvoted with the aid of non residents, as happens now and then when some revolutionary grant is proposed.

To sum up education in the Universities and the schools is controlled by the pressure of the opinion of the educated public—the people who have been through the Schools and the Universities, and mean that some to follow them—and, I should be ready to bet, amongst that educated public is naturally nearly all the masters in the Schools. Consequently no man and no group of men can control the Schools or introduce or resist any subject of instruction without carrying the educated opinion of the country. Here and there a fond master may have some pet hobby taught in his own school, but he can do no more. Needless to say the government keeps out of these matters so that trust that the people most concerned will know what is best and be thoroughly disinterested in doing it.

I should like to indicate briefly how the Schools are affected by the rule of educated trade men in three directions—government, curriculum and environment.

The government of the Public Schools is as various as their origin. The powers behind the Head Master are to most of us remote and shadowy. As long as he keeps order, what a reasonable he has his own way about nearly everything—studies, games, masters, boys, servants, houses. This power means immense responsibility and involves a correspondingly large salary. So his power and his pay make a head mastership the prize of the profession, well worth wanting for and in general only to be won by a reputation for honest by good work and capability. The assistant masters are getters by choice by the Head Master who will not ask of they have certificates from any School or Faculty, but what degree or other academic or athletic distinction

they have estimated and will want that for six months at most they either will be practised teachers or will have realized they never were meant to be and never will be. Such are start masters may begin with a salary of $750 to $1,250, it add time to their ten dozen and board and they may run a great deal higher particularly in the larger Public Schools where they may be in charge of Houses, where forty boys (the rank it Upping Boys) or more will board. The assistant masters a thus responsible to a man of academic training, who has been it assistant himself and knows the University and the School. Thus there is a comfortable income and a considerable income to attract men to make teaching the profession for life.

The curriculum of a School is affected by the academic of its class and by its own history. Thus it has been the rule at Pocklington School and the Merchant Taylors School in London (a great school founded by one of the old city companies) that Hebrew shall be taught. But in general the curriculum is made to fit the requirements of the Universities. In each University there are about eighteen Colleges, each of which annually offers from six to thirty scholarships, exhibitions and sizarships to be competed for by school boys. The Colleges set their own examinations for these, and as they both matter toward the standard a man must finally attain to win an Honour degree then to that of the exam subjects corresponding to matriculation in Ontario, they try by stiffening these papers to be sure of getting the best boys. Consequently the School has to prepare boys up to a much higher point than a class in Ontario, and all is work is regulated by the requirements for the degree at the end of the long course and not by the entrance examination at the beginning. To manage this, serious work begins at the age of one or two years entering the School (I for example began Latin rather late in life—about ten or eight) The work is graded upwards and boys will consequently enter the VIth Forms (the VIth is the highest) if well prepared as we find them coming to college here. In the VIth and VII a boy will spend about twenty-twenty hours a week perhaps may be given to Classics or Mathematics or Science as he may choose—and when he enters the University he will have read about as much of the Classics as is required in Canada for an Honour degree. There is no universal examination like the

Oxford undergraduates, and a School may take the Oxford or the Cambridge "Locals," or the Oxford and Cambridge Joint Board examinations or manage for itself as the Head Master may arrange. He is in any case hampered by the scholarship examination one half by the Cambridge and Oxford College ones about a year before the elected scholars will arrive in residence. It may be that not more than two or three boys from a School will compete for these scholarships but the curriculum is arranged to suit them. Meanwhile the boys who do not go to the University and in the VIth and VIIth have a course out value to our first two years at College without Philosophy and perhaps I might say without English but this might lead to misapprehension. There is but a formal teaching of English but a great deal of informal training.

Lastly, tradition makes the Indoor Public environment of an English Public School unlike any. Every School has a well understood scheme of "prefects"—such and such things are "bed lean," and the "man" who does them is "founder." Public opinion is all-powerful except in the large day Schools, where and in Manchester and London boys come from great distances daily and spend nearly all the daylight not absorbed in School in the underground railway or the tram and even in such Schools public opinion of course is a great deal. A boy will often enter the Public School at eight or nine and may have ten years. It becomes in a way his religion, his college, his club. He is formed by the masters and by the teaching and very not easily by the other boys and the games and at last he comes to have a loyalty often astonishing to some long time a pensioner for the School. Under the masters the VIth form boy rules the School party through his age and knowledge of traditions and party because of a delicate delegation of power claim by the head master. He may set upon trots and be sent home without formal punishment and the general sense of the community that this arrangement is good for everybody—the VIth form boy and the small boy in particular. In the lower forms the boy learns obedience and respect for authority as the VIth he learns responsibility and practice in the exercise of authority and through all tradition from the age for him. One very happy result of these school arrangements is the feeling of a common life, shared

by boys and masters, and a consistent tendency to friendships between them which are helpful to both.*

To resume a comparison. There is no definite system of secondary education in England. Each School is governed and moulded by its own traditions, subject to the undefined but not less real influence of University standards. These standards are kept up by the competition of the Colleges within the University to secure the best possible boys for their own scholarships by the general pressure of the best educated opinion not formally enforced but felt upon reluctance and by its force in some sort between Cambridge and Oxford between College and College School and College and School and School. In a mixed though not almost universally the rule in England the final authority is concealed in readiness of an educated the opinion of educated people and this is in general entirely trusted in deference to that other equally accepted rule of England that no one will ever work to push power or theory to an extreme.

T. R. GLOVER

* Tom Brown's Schooldays and M. Hughes's story The Scouring Sty illustrate English School life much more truly than Shelley and th

Pamph
Educat
Univ
Queen

THE UNIVERSITY QUESTION

(A SYMPOSIUM)

316.282/6

KINGSTON

Brynn
Educat
Univ
Queen

(With the Compliments of the
Queen's Alumni Conference)

THE UNIVERSITY QUESTION

(A SYMPOSIUM)

316282
6 6 35

KINGSTON
PRINTED AT THE DAILY NEWS OFFICE
1901

Omnia superat Veritas

Herbert Fairbairn Gardiner,

Hamilton Ontario

SYMPOSIUM ON THE "UNIVERSITY QUESTION"

At one of the Conferences held Feb. 12-16 the Principal asked for a fresh interchange of views on this question, and suggested that the article which was published in the last QUEEN'S QUARTERLY might be taken as a text for comments or criticisms. We give a summary of the remarks made by the principal speakers on the occasion. Dr. Watson opened the discussion as follows:

"Principal Grant in his article on the University Question, strikes the true key note when he says that the real question is "what is for the interest of the Province as a whole" and again "whether our higher education, which in the long run moulds and implies our system, shall be encouraged to develope freely." This last statement is even truer than it obviously is. All applied knowledge rests upon the study of *principles*. This is one thing the Germans have understood, and therefore their whole system encourages emulation in the study of principles. Except by an exceptional gift of nature, progress has always been made through the instrumentality of men who have begun with a thorough study of principles. This applies to humane studies, as well as to the special sciences. The heart of University study must therefore always be a thorough grasp of principles. And it must be disinterested. This must be emphasized, because there is a prejudice abroad that it is not principles, but merely their special application, that we ought to teach our young men and women. No doubt we must teach applications, but unless we encourage the study of principles we shall never produce scholars and scientific men of the first rank, and must continue to occupy a subordinate place among the civilized nations of the world. Nay, the present low ideal of education will be more and more accentuated, and will ultimately expel even the remnant of a higher ideal which still makes itself felt. No one who has the real interests of Canada at heart can contemplate with any complacency the dying-out of men who love truth for itself and are prepared to make large sacrifices for it.

What is the present state of things? President Loudon

has told us that our Secondary Education could hardly be worse than it is. With certain reservations I believe that President Loudon is right and that a drastic reform of our Secondary Education is urgently called for. It therefore seems to me of great importance that the future curriculum of our High Schools and Collegiate Institutes should be determined by the combined efforts of the best educational experts in the province. Assuming President Loudon to be right it is hard to resist the conviction that a majority of the Senate of Toronto University has consented to or initiated a bad system of Secondary Education and has embodied an imperfect ideal of education in the matriculation examination which again reacts on the studies in the High Schools. There is undubitably a remnant in the Senate of Toronto University who know better but for some reason or other their ideas have not had due weight. Now the matriculation examination affects Queen's as well as Toronto, and ought to be determined by the united voices of both Universities. For the matriculation examination we are not responsible; we have to adopt that of Toronto or force High School teachers to double the number of their classes for matriculation. It is the interest of higher education it is time that this should cease. At present we are helpless. When we made a modest suggestion some time ago as to the character of the matriculation examination our communication was not even acknowledged, and of course we sent no more communications. My point, then is that when the Government officially recognizes us as an educational organ of the Province we shall then as a matter of course have a share in determining the character of the education of the province. I feel certain the result will be good. Education is a very difficult matter and should be carefully considered by those directly interested in it. We don't claim all wisdom, but we claim to have a little and to say such it is important that this matter should be discussed from different points of view. Whether the Government gives us financial aid or not seems to me unimportant than that it should officially recognize that we are on the same educational level as Toronto. It is for the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of letting their influence be felt. The combined representatives of Toronto and Queen's could have no difficulty in

improving the present matriculation examination. For this reason I think that the present top-sided arrangement should come to an end, and until this takes place I despair of any radical improvement in our Secondary Education.

We must carefully distinguish two things that differ—freedom and vulgar rivalry. A University must be free if it is to be a University at all; but there is no value in the vulgar rivalry for students. By the present anomalous state of things we have been forced to accept the matriculation of Toronto. A common matriculation examination, based upon the consent of both Universities, would put an end to this wretched state of things and leave each University free to emulate its neighbour in the production of gaunum studiosus of humane letters and science. At present our Universities as President Loudon points out, are in most subjects very little above the level of a good English public school or a German Gymnasium. We are still as Curtius said years ago, an unscientific people, and unless things mend we are going to be more and more unscientific in Curtius' sense of the term. What would that great scholar have said had he learned that in a University only the year not even a single pupil has entered the Collegiate Institute in Greek! No matter who may be responsible for this scandalous state of things it is obvious that it is the duty of all University men who value the honour of the nation to unite in restoring the higher education to its proper place in our educational system."

The subjoined statement of the Rev. Dr. Thompson, of Sarnia, was then read:

"The University question, as it is commonly called, is in reality the question of the Higher Education of the country and as such it demands the wisest and most earnest consideration. It is not as some of the professed friends of "Toronto University" proclaimed in hysterical tones that it was—the demands of one institution against another or of Queen's coming to despoil Toronto of her just claims. It is simply the practical question, "What will be best for the country at large? What will tend to further the interests of higher education in the Province? What will best meet the needs of all our people?

That Queen's is in the truest sense a national institution

that the welfare of the country, especially Eastern Ontario, needs her services, that the work she does is of as high an order as that done by any other institution in the land and therefore, that her claims on public recognition are unassailable, are self-evident truths to me. But of these I do not now speak, wishing only to emphasize the need of educating the public mind on the whole subject involved.

That higher education as being the very life of a country and the source of its prosperity has a claim upon the Government of that country for liberal support is a truth that all intelligent men admit. And educated men know that on no object can public money be spent to greater advantage than on the higher education of a people.

But the great hindrance hitherto has always been the fact that the great mass of the people do not see the merits of the case. Even some of their representatives are not sufficiently alive to its supreme importance. They do not see that I tells directly on the commonwealth. The obstacle in the way hitherto has been the low tone of mind that says—"We have no interest in the question, there is nothing in it for us, we get no gain from University training, let those who want it provide for it; what we need is the practical, or something that belongs to our bread and butter." Surely University men can see the absurdity of this position, and should above all things point out its fallacy, knowing as they do that theory comes before practice, and that all mechanical appliances and all that is practical in life, all that has helped forward the industry and progress of the people has been first thought out in the laboratory or in the study of the thinker, and that nations take their relative position according as high education has been favoured or neglected. This is the secret of even the industrial success of Germany.

Moreover intelligent workingmen know that University training is almost the only channel through which their sons can pass into more important and efficient spheres of service, and that the majority of our students are not from the families of the rich. Obviously what is needed is to educate the people to a truer appreciation of the merits of this question. What the exigencies of the hour demand is, in time, is that educational centres, instead of pulling against each other and thereby weak-

ening than moral force, imagining that what one gains so much taken from the other should rather as formers of public opinion and guardians of higher education, unite their forces, make common cause and press a claim which no government could afford to overlook. For if they are not prepared to take a broad statesmanlike view of the whole situation, where need we look for it? This is, as I understand it, the position taken by Principal Grant in his article on the subject in the last QUEEN'S QUARTERLY.

The government itself may feel the force of the argument, and personally he most anxious to respond to claims so rational and urgent. But what can they do unless their supporters uphold them? And what can the local members of Parliament do unless their constituents support them? Therefore the need of letting light in on this question, and by line upon line educating the public sentiment of the country. And let us be careful to show that this is not a question of party politics, but one that must rest upon the patriotism and public spirit of our people. Anything that tends to bias this discussion or give it a partizan outlook or local colouring is to be deprecated.

Professor McNaughton was called upon and said —

"It seems to me that Dr. Watson has hit the nail on the head. Not the least important aspect of the University Question is the one to which he has called attention. The control of the Higher Education in this province has been entirely in the hands of the Senate of Toronto University. That control has been exercised to what must be called on the whole a rather Philistine direction. I am sure that if Queen's were recognized by the government, and could therefore make her voice heard authoritatively on matters of Higher Education, the province as a whole would benefit, and the better elements in Toronto University itself would obtain a welcome reinforcement.

I should like to say a word suggested by the communication read from Dr. Thompson on the popular fallacy of 'practical education.' As if any subject could be called unpractical which appeals to the intelligent curiosity of men! The first 'practical' interest in education is the training and sharpening of the supreme instrument for all 'practical' achievement, viz., the human mind, and any means which leads to that end is 'practical'

to the highest degree. Besides, how can we tell what are the limits of the practical applicability of any the results of the disinterested search for truth? More than two thousand years ago a Greek mathematician worked out the properties of the ellipse. That seemed an absolutely barren speculation, with no possible relation whatever to the actual work-a-day world. It remained some perfectly idle, useless piece of impractical theory for centuries until one fine day Kepler discovered that the planets move in elliptic orbits round the sun; and then Newton came and based upon this fact his discovery of universal gravitation. Hence among other things, the whole science of astronomy, and resting on that among much else the whole art of navigation. And so every ship that sails the sea dreams in virtue of the impractical speculations of an old Greek who lived more than two thousand years ago.

Our greatest practical concern is to be an intelligent people. If we are that, success will come to us in every sphere. If we are not, we shall fall behind all round in the race which is becoming keener every day. Heyne said at the beginning of last century that France ruled the land, England the sea, and Germany—the air! They who rule the air as Germany has shown, will soon or late rule land and sea. England has partly forgotten this. She must learn it again if she is to hold her place. Canada must recognize it and support her schools and universities accordingly if she is ever to assume to anything either by land or sea.

Mr. Gracey, of Gananoque, said:—The time is ripe for agitating this question in Ontario because the matter must come before the legislature at an early date. Toronto University, the only one which has received aid from the state, is sorely pressed for want of revenue. It is running behind every year, and new appeals to the province for more adequate support. This appeal cannot be ignored by the Government. Because it cannot let the Provincial University continue to run deeper and deeper into debt; and, on the other hand, it can neither make the revenue cover the work now found necessary, nor cut down the work to fit the revenue. But when this question comes up in the legislature the friends of Queen's will have their opportunity to pre-

sent their very strong case. Queen's has a claim which cannot be ignored. The work she has done and is doing for the Province and the Dominion, the strong sentiments of loyalty she has developed in her graduates, the increasing number of her students, and the esteem for her which pervades the whole community about her, illustrated by the extraordinary liberality of the city of Kingston, show that Queen's is one of the great institutions of our country. One-fifth of the work done in the intermediate education in this province is done by graduates of Queen's, and the training of these graduates has not cost the province a dollar in either endowment or annual grants. An institution with such a record can surely go with a good conscience and ask recognition and ask to be assisted out of the public funds with something like proportionate liberality, when the legislature is asked to help Toronto University out of her present financial difficulty. What the friends of Queen's can do and should do now is to leaven the public mind as far as they can, with reasonable views, first, on the importance of the strongly efficient University work in Ontario, and, secondly, the reasonableness of Queen's claim in the circumstances to a share of Provincial help to assume still greater efficiency.

THE SCHOOLS OF ENGLAND.

I have been asked to contribute to the symposium on the question of education in Ontario some general impressions of the schools in England. Of the Board Schools and the Voluntary Schools—the one supported by local rates, the others to some measure by subscriptions, and both very largely maintained by state aid—I am hardly able to speak. These schools are entirely elementary as a rule, and in general parents who can manage to send their children elsewhere do so and are wise to do it. Nor do I wish to speak of Preparatory Schools,* generally kept by private persons, where children are prepared for the Public Schools to which the boys will go and the High Schools which are exclusively for the girls. The High School is a comparatively modern development, but the Public Schools are immemorial. I use here the phrase Public Schools as a convenient term to cover

*Boys from these and sometimes from the Board Schools compete for minimum scholarships at the Public Schools, whence in turn they may go to the Universities.

at once these great foundations, some extremely old and others more recently created after their model, which are the Public Schools of England properly so called and the less imposing but not less ancient Grammar Schools. Shrewsbury is an example of the latter developing in the 19th century into the former under the rule of Dr. Butler and Dr. Kennedy.

What I have to say applies then to these two classes of Public Schools and, as I shall show, applies to them in very various measure. My personal experience is of the Grammar School but the points I shall emphasize are true *a fortiori* of the other class.

The first thing to remark is that there is in England no universal or even widely accepted system of secondary education as there is in Ontario. That is to say, while the government takes care that the revenues of an ancient bequest or foundation are not diverted from the School concerned to an extraneous object, it leaves the control of the School to the School's own governors, and the curriculum generally to the head master within certain very wide margins. Possibly the governors may have something to say as to the curriculum in some Schools, but it is probably as a rule left to the head master who, however, has not as much licence as might be supposed. For, after all, he and his colleagues, the governors and boys, are all ruled by tradition, and every School has its own tradition, stronger or weaker as may be.

The tradition of a School depends on a hundred things—the School's history, which may extend over centuries, the character and tone of the School during the last few decades, the head master and his predecessors, the assistant masters and their traditions, associations with some particular college in Cambridge or Oxford (the great example is given by Eton and King's College, Cambridge), the type of boy that has regularly had the School in manners, studies and games and so forth. But, above all, there is the public opinion, not merely of the English society at large, but of the School's own public—its Old Boys and of the similar public of other Schools, all focussed in the Universities. If you know what becomes of the best boys of a School, you can tell at once the general character of the School.

The Public Schools are thus all under the influence of University opinion, in a large sense of the term. It is not that the

Professors of the Universities shape English education for they are a mere handful and often have little weight in forming University opinion but the great mass of men with University degrees have a voice in guiding though it be only indirectly, the destinies of the University In particular, the 400 or 500 resident Masters of Arts at Cambridge and at Oxford (the lecturers and fellows of the colleges and others engaged in teaching or research) control education, but if a majority of these go too far in any direction they are very liable to be outvoted with the aid of non-residents as happens now and then when some revolutionary grace is proposed

To sum up, education in the Universities and the schools is controlled by the pressure of the opinion of the educated public—the people who have been through the Schools and the Universities and mean their sons to follow them—and it should be remembered amongst this educated public are naturally nearly all the masters in the Schools Consequently no man and no group of men can control the Schools or introduce or remove any subject of instruction without convincing the educated opinion of the country Here and there a head master may have some pet hobby taught in his own School, but he can do no more Needless to say, the government keeps out of these matters in the trust that the people most concerned will know what is best and be thoroughly disinterested in doing it

I should like to indicate briefly how the Schools are affected by this role of educated tradition in three directions—government, curriculum and environment

The government of the Public Schools is as various as their origin The powers behind the Head Master are to most of us remote and shadowy As long as he keeps with in what is reasonable he has his own way about nearly everything—studies, games, masters boys and servants houses This power means immense responsibility and involves a correspondingly large salary So its power and its pay make a head mastership the prize of the profession well worth waiting for and in general only to be won by a reputation for honestly good work and capability The assistant masters are generally chosen by the Head Master, who will not ask if they have certificates from any "School of Pedagogy" but what degree or other academic or athletic distinction

they have obtained, and will trust that in six months at most they either will be practised teachers or will have realized they never were meant to be and never will be. Such assistant masters may begin with a salary of $750 to $1,250 in addition to their residence and board, and they may rise a great deal higher particularly in the larger Public Schools where they may be set in charge of "Houses" where thirty boys (that is at Uppingham) or more will board. The assistant master in this respect is to a man of academic training who has been an assistant himself and knows the University and the School. Thus there is a comfortable tenure and a tolerable income to attract men to make teaching their profession for life.

The curriculum of a School is affected by the traditions of its class and by its own history. Thus it has been the rule at Rockington School and the Merchant Taylors School in London (a great school founded by one of the old city companies or guilds) that Hebrew shall be taught. But in general the curriculum is made to fit the requirements of the Universities. In each University there are about eighteen Colleges, each of which annually offers from six to thirty scholarships, exhibitions and sizarships to be competed for by school boys. The Colleges set their own examinations for these, and as they look rather toward the standard a man must finally attain to win an Honours degree than to that of the examinations corresponding to matriculation in Ontario they try by stiffening their papers to be sure of getting the best boys. Consequently the School has to prepare boys up to a much higher point than is done in Ontario and all its work is regulated by the requirements for the degree at the end of the long course, and not by the entrance examination at the beginning. To manage this, serious education begins at once as a boy is entering the School. (I for example began Latin rather late in life—about ten or eleven.) The work is graded upwards and boys will consequently enter the VIth Forms (the VIth is the highest) as well prepared as we find them coming to college here. In the Vth and VIth a boy will spend as heavily—twenty hours a week perhaps may be given to Classics or Mathematics or Science as he may choose—and when he enters the University he will have read about as much of the Classics as is required in Canada for an Honour degree. There is no universal examination like the

Ontario matriculation, and a School may take the Oxford or the Cambridge "Locals" or the Oxford and Cambridge Joint Board examinations or manage for itself as the Head Master may arrange. But in any case the pace is set by the scholarship examinations held by the Cambridge and Oxford Colleges about a year before the elected scholars will enter on residence. It may be that not more than two or three boys from a School will compete for these scholarships, but the curriculum is arranged to suit them. Meanwhile the boys who do not go to the University, will in the Vth and VIth have a course equivalent to our first two years at College without Philosophy, and perhaps I might say without English, but that this might lead to misapprehension. There is little formal teaching of English, but a great deal of indirect training in it.

Lastly, tradition makes the indescribable environment of an English Public School what it is. Every School has a well understood series of "fables"—such and such things are "bad form" and "the man" who does them is a "bounder." Public opinion is all powerful except in the large day Schools where as in Manchester and London boys come from great distances daily and spend nearly all the daylight not absorbed in School on the underground railway or the tram, and even in such Schools public opinion counts for a great deal. A boy will often enter the Public School at eight or nine and stay there ten years. It becomes in a way his regiment, his college, his club. He is formed by the masters and by the teaching, and very noticeably by the other boys and the games, and at last he comes to have a loyalty, often amounting to something like a passion, for his School. Under the masters the VIth form boy rules the School partly through his age and knowledge of traditions, and partly because of a deliberate delegation of power to him by the head master. He may set impositions and in some cases inflict corporal punishment, and the general experience seems to be that this arrangement is good for everybody—the VIth form boy and the small boy in particular. In the lower forms the boy learns obedience and respect for authority; in the VIth he tastes responsibility and practises the exercise of authority, and throughout tradition fixes the limits for him. One very happy result of these school arrangements is the feeling of a common life shared

by boys and masters, and a resultant tendency to friendships between them which are helpful to both.*

To resume in conclusion. There is no definite system of secondary education in England. Each School is governed and moulded by its own traditions, subject to the undefined but not less real influence of University standards. These standards are kept up by the competition of the Colleges within the Universities to secure the best possible boys for their own scholarships, by the general pressure of the best educated opinion not formally enforced but felt upon education, and by its free interaction between Cambridge and Oxford, between College and College, School and College, and School and School. In a word, thought, as is almost universally the rule in England, the real authority is concealed in tradition, it is in education the opinion of educated people, and this is in general entirely trusted, in deference to that other equally accepted rule in England that no one will ever wish to push power or theory to an extreme.

T. R. GLOVER.

*Tom Brown's Schooldays and Mr. Kipling's story *The Brushwood Boy* illustrate English School life much more truly than *Shelby* and Co.

Pamph
Educat
Univ
Queen

With the Compliments of the
Queen's Alumni Confe[illegible]

THE UNIVERSITY QUESTION

(A SYMPOSIUM.)

316282
6 6 85

KINGSTON
PRINTED AT THE DAILY NEWS OFFICE
1901

Pamph
Educat
Univ
Queen

Queen's Univers Alumni Assoc
Queen's Alumni Conf

(With the Compliments of the
Queen's Alumni Conference)

THE UNIVERSITY QUESTION

(A SYMPOSIUM)

316282
6 6 35

KINGSTON
PRINTED AT THE DAILY NEWS OFFICE
1901

Omnis superat Virtus

Herbert Fairbairn Gardiner,

Hamilton, Ontario

SYMPOSIUM ON THE "UNIVERSITY QUESTION"

AT one of the Conferences, held Feb. 21–26, the Principal asked for a frank interchange of views on this question, and suggested that the article which was published in the last QUEEN'S QUARTERLY might be taken as a text for comments or criticisms. We give a summary of the remarks made by the principal speakers on the occasion. Dr. Watson opened the discussion as follows:

"Principal Grant, in his article on the University Question, strikes the true key note when he says that the real question is 'what is for the interest of the Province as a whole,' and, again, 'whether our higher education, which in the long run moulds and inspires our system, shall be encouraged to develope freely.' This last statement is even truer than it obviously is. All applied knowledge rests upon the study of *principles*. This is one thing the Germans have understood, and therefore their whole system encourages emulation in the study of principles. Except by an exceptional gift of nature, progress has always been made through the instrumentality of men who have begun with a thorough study of principles. This applies to humane studies, as well as to the special sciences. The heart of University study must therefore always be a thorough grasp of principles. And it must be disinterested. This must be emphasized, because there is a prejudice abroad that it is not principles, but merely their special application, that we ought to teach our young men and women. No doubt we must teach applications, but unless we encourage the study of principles, we shall never produce scholars and scientific men of the first rank, and must continue to occupy a subordinate place among the civilized nations of the world. Nay, the present low ideal of education will be more and more accentuated, and will ultimately expel even the remnant of a higher ideal which still makes itself felt. No one who has the real interests of Canada at heart can contemplate with any complacency the dying out of men who love truth for itself and are prepared to make large sacrifices for it.

What is the present state of things? President London

has told us that our Secondary Education could hardly be worse than it is. With certain reservations I believe that President London is right, and that a drastic reform of our Secondary Education is urgently called for. It therefore seems to me of great importance that the future curriculum of our High Schools and Collegiate Institutes should be determined by the combined efforts of the best educational experts in the province. Assuming President London to be right, it is hard to resist the conviction that a majority of the Senate of Toronto University has consented to or initiated a bad system of Secondary Education, and has embodied an imperfect ideal of education in the matriculation examination, which again reacts on the studies in the High Schools. There is, undoubtedly, a remnant in the Senate of Toronto University who know better, but, for some reason or other, their ideas have not had due weight. Now, the matriculation examination affects Queen's as well as Toronto, and ought to be determined by the united voices of both Universities. For the matriculation examination we are not responsible; we have to adopt that of Toronto, or force High School teachers to double the number of their classes for matriculation. In the interest of higher education it is time that this should cease. At present we are helpless. When we made a modest suggestion some time ago as to the character of the matriculation examination, our communication was not even acknowledged, and of course we sent no more communications. My point, then, is that when the Government officially recognizes us as an educational organ of the Province, we shall then as a matter of course have a share in determining the character of the education of the province. I feel certain the result will be good. Education is a very difficult matter, and should be carefully considered by those directly interested in it. We don't claim all wisdom, but we claim to have a little; and in any case it is important that the matter should be discussed from different points of view. Whether the Government gives us financial aid or not seems to me less important than that it should officially recognize that we are on the same educational level as Toronto. It is for the interest of the whole province that all who are responsible for our higher education should have a direct opportunity of letting their influence be felt. The combined representatives of Toronto and Queen's could have no difficulty in

improving the present matriculation examination. For this reason I think that the present lop-sided arrangement should come to an end, and until this takes place I despair of any radical improvement in our Secondary Education.

We must carefully distinguish two things that differ—freedom and vulgar rivalry. A University must be free, if it is to be a University at all; but there is no value in the vulgar rivalry for students. By the present anomalous state of things we have been forced to accept the matriculation of Toronto. A common matriculation examination, based upon the consent of both Universities, would put an end to this wretched state of things, and leave each University free to emulate its neighbour in the production of genuine students of humane letters and science. At present our Universities, as President Loudon points out, are, in most subjects, very little above the level of a good English public school or a German Gymnasium. We are still, as Curtius said years ago, an 'unscientific people,' and, unless things mend, we are going to be more and more 'unscientific,' in Curtius' sense of the term. What would that great scholar have said had he learned that in a University city this year not even a single pupil has entered the Collegiate Institute in Greek! No matter who may be responsible for this scandalous state of things, it is obvious that it is the duty of all University men who value the honour of the nation, to unite in restoring the higher education to its proper place in our educational system."

The subjoined statement of the Rev. Dr. Thompson, of Sarnia, was then read:

"The University question, as it is commonly called, is in reality the question of the Higher Education of the country, and as such it demands the wisest and most earnest consideration. It is not as some of the professed friends of "Toronto University" proclaimed in hysterical tones that it was—the demands of one institution against another or of Queen's coming to despoil Toronto of her just claims. It is simply the practical question—'What will be best for the country at large? What will tend to further the interests of higher education in the Province? What will best meet the needs of all our people?'

That Queen's is in the truest sense a national institution,

that the welfare of the country, especially Eastern Ontario, needs her services, that the work she does is of as high an order as that done by any other institution in the land, and therefore, that her claims on public recognition are unassailable, are self-evident truths to me. But of these I do not now speak, wishing only to emphasize the need of educating the public mind on the whole subject involved.

That higher education as being the very life of a country and the source of its prosperity has a claim upon the Government of that country for liberal support is a truth that all intelligent men admit. And educated men know that on no object can public money be spent to greater advantage than on the higher education of a people.

But the great hindrance hitherto has always been the fact that the great mass of the people do not see the merits of the case. Even some of their representatives are not sufficiently alive to its supreme importance. They do not see that it tells directly on the commonwealth. The obstacle in the way hitherto has been the low tone of mind that says—'We have no interest in the question; there is nothing in it for us; we get no gain from University training; let those who want it provide for it; what we need is the practical, or something that belongs to our bread and butter.' Surely University men can see the absurdity of this position, and should, above all things, point out its fallacy, knowing as they do that theory comes before practice, and that all mechanical appliances, and all that is practical in life, all that has helped forward the industry and progress of the people has been first thought out in the laboratory, or in the study of the thinker, and that nations take their relative position according as higher education has been favoured or neglected. This is the secret of even the industrial success of Germany.

Moreover, intelligent workingmen know that University training is almost the only channel through which their sons can pass into more important and efficient spheres of service, and that the majority of our students are not from the families of the rich. Obviously what is needed is to educate the people to a truer appreciation of the merits of this question. What the exigencies of the hour demand to be done is that educational centres, instead of pulling against each other and thereby weak-

ening their moral force, imagining that what one gets is so much taken from the other, should rather, as formers of public opinion and guardians of higher education, unite their forces, make common cause, and press a claim which no government could afford to overlook. For if they are not prepared to take a broad statesmanlike view of the whole situation where need we look for it? This is, as I understand it, the position taken by Principal Grant in his article on the subject in the last QUEEN'S QUARTERLY.

The government itself may feel the force of the argument, and personally be most anxious to respond to claims so rational and urgent. But what can they do unless their supporters uphold them. And what can the local members of Parliament do unless their constituents support them? Therefore the need of letting light in on this question, and by line upon line educating the public sentiment of the country. And let us be careful to show that this is not a question of party politics, but one that must rest upon the patriotism and public spirit of our people. Anything that tends to bias this discussion or give it a partizan outlook or local colouring is to be deprecated.

Professor McNaughton was called upon and said,—

"It seems to me that Dr. Watson has hit the nail on the head. Not the least important aspect of the University Question is the one to which he has called attention. The control of the Higher Education in this province has been entirely in the hands of the Senate of Toronto University. That control has been exercised in what must be called on the whole a rather Philistine direction. I am sure that if Queen's were recognized by the government, and could therefore make her voice heard authoritatively on matters of Higher Education, the province as a whole would benefit and the better elements in Toronto University itself would obtain a welcome reinforcement.

I should like to say a word suggested by the communication read from Dr. Thompson on the popular fallacy of 'practical' education. As if any subject could be called unpractical which appeals to the intelligent curiosity of men! The first 'practical' interest in education is the training and sharpening of the supreme instrument for all 'practical' achievement, viz., the human mind, and any means which leads to that end is 'practical'

in the highest degree. Besides, how can we tell what are the limits of the practical applicability of any the results of the disinterested search for truth? More than two thousand years ago a Greek mathematician worked out the properties of the ellipse. That seemed an absolutely barren speculation, with no possible relation whatever to the actual work-a-day world. It remained so, a perfectly idle, useless piece of 'unpractical' theory for centuries, until one fine day Kepler discovered that the planets move in elliptic orbits round the sun; and then Newton came and based upon this fact his discovery of universal gravitation. Hence, among other things, the whole science of astronomy, and resting on that among much else the whole art of navigation. And so every ship that sails the sea does so in virtue of the 'unpractical' speculations of an old Greek who lived more than two thousand years ago.

Our greatest 'practical' concern is to be an intelligent people. If we are that, success will come to us in every sphere. If we are not, we shall fall behind all round in the race which is becoming keener every day. Heyne said at the beginning of last century that France ruled the land, England the sea, and Germany—the air! They who rule the air, as Germany has shown, will soon or late rule land and sea. England has partly forgotten this. She must learn it again if she is to hold her place. Canada must recognize it and support her schools and universities accordingly if she is ever to come to anything either by land or sea."

Mr. Gracey, of Gananoque, said:—"The time is ripe for agitating this question in Ontario, because the matter must come before the legislature at an early date. Toronto University, the only one which has received aid from the state, is sorely pressed for want of revenue. It is running behind every year, and now appeals to the province for more adequate support. This appeal cannot be ignored by the Government. Because it cannot let the Provincial University continue to run deeper and deeper into debt; and, on the other hand, it can neither make the revenue cover the work now found necessary, nor cut down the work to fit the revenue. But when this question comes up in the legislature the friends of Queen's will have their opportunity to pre

sent their very strong case. Queen's has a claim which cannot be ignored. The work she has done and is doing for the Province and the Dominion, the strong sentiments of loyalty she has developed in her graduates, the increasing number of her students, and the esteem for her which pervades the whole community about her, illustrated by the extraordinary liberality of the city of Kingston, show that Queen's is one of the great institutions of our country. One fifth of the work done in the intermediate education in the province is done by graduates of Queen's, and the training of these graduates has not cost the province a dollar in either endowment or annual grants. An institution with such a record can surely go with a good conscience and ask recognition, and ask to be assisted out of the public funds with something like proportionate liberality, when the legislature is asked to help Toronto University out of her present financial difficulty. What the friends of Queen's can do and should do now is to leaven the public mind, as far as they can, with reasonable views, first, on the importance of thoroughly efficient University work in Ontario; and, secondly, the reasonableness of Queen's claim in the circumstances to a share of Provincial help to ensure still greater efficiency.

THE SCHOOLS OF ENGLAND.

I have been asked to contribute to the symposium on the question of education in Ontario some general impressions of the schools in England. Of the Board Schools and the Voluntary Schools—the one supported by local rates, the others in some measure by subscriptions, and both very largely maintained by state aid—I am hardly able to speak. These schools are entirely elementary as a rule, and in general parents who can manage to send their children elsewhere, do so and are wise to do it. Nor do I wish to speak of Preparatory Schools,* generally kept by private persons, where children are prepared for the Public Schools to which the boys will go and the High Schools which are exclusively for the girls. The High School is a comparatively modern development, but the Public Schools are immemorial. I use here the phrase Public Schools as a convenient term to cover

*Boys from these and sometimes from the Board Schools compete for entrance scholarships at the Public Schools, whence in time they may go to the Universities.

at once those great foundations, some extremely old and others more recently created after their model, which are the Public Schools of England properly so called, and the less imposing but not less ancient Grammar Schools. Shrewsbury is an example of the latter developing in the 19th century into the former under the rule of Dr. Butler and Dr. Kennedy.

What I have to say applies then to these two classes of Public Schools, and, as I shall shew, applies to them in very various measure. My personal experience is of the Grammar School, but the points I shall emphasize are true *a fortiori* of the other class.

The first thing to remark is that there is in England no universal or even widely accepted system of secondary education, as there is in Ontario. That is to say, while the government takes care that the revenues of an ancient bequest or foundation are not diverted from the School concerned to an extraneous object, it leaves the control of the School to the School's own governors, and the curriculum generally to the head master within certain very wide margins. Possibly the governors may have something to say as to the curriculum in some Schools, but it is probably as a rule left to the head master, who, however, has not as much licence as might be supposed. For, after all, he and his colleagues, the governors and boys, are all ruled by tradition, and every School has its own tradition, stronger or weaker as may be.

The tradition of a School depends on a hundred things—the School's history, which may extend over centuries, the character and tone of the School during the last few decades, the head master and his predecessors, the assistant masters and their traditions, associations with some particular college in Cambridge or Oxford (the great example is given by Eton and King's College, Cambridge), the type of boy that has regularly led the School in manners, studies and games, and so forth. But, above all, there is the public opinion, not merely of the English society at large, but of the School's own public—its Old Boys, and of the similar "publics" of other Schools, all focussed in the Universities. If you know what becomes of the best boys of a School, you can tell at once the general character of the School.

The Public Schools are thus all under the influence of University opinion, in a large sense of the term. It is not that the

Professors of the Universities shape English education, for they are a mere handful and often have little weight in forming University opinion, but the great mass of men with University degrees have a voice in guiding, though it be only indirectly, the destinies of the University. In particular, the 400 or 500 resident Masters of Arts at Cambridge and at Oxford (the lecturers and "dons" of the colleges and others engaged in teaching or research) control education, but if a majority of these go too far in any direction they are very liable to be outvoted with the aid of non-residents, as happens now and then when some revolutionary "grace" is proposed.

To sum up, education in the Universities and the schools is controlled by the pressure of the opinion of the educated public—the people who have been through the Schools and the Universities and mean their sons to follow them—and, it should be remembered, amongst this educated public are naturally nearly all the masters in the Schools. Consequently, no man and no group of men can control the Schools or introduce or remove any subject of instruction without convincing the educated opinion of the country. Here and there a head master may have some pet hobby taught in his own School, but he can do no more. Needless to say, the government keeps out of these matters, in the trust that the people most concerned will know what is best and be thoroughly disinterested in doing it.

I should like to indicate briefly how the Schools are affected by this rule of educated tradition in three directions—government, curriculum and environment.

The government of the Public Schools is as various as their origin. The powers behind the Head Master are to most of us remote and shadowy. As long as he keeps within what is reasonable he has his own way about nearly everything—studies, games, masters, boys, servants, houses. This power means immense responsibility and involves a correspondingly large salary. So its power and its pay make a headmastership the prize of the profession, well worth waiting for and in general only to be won by a reputation for honestly good work and capability. The assistant masters are generally chosen by the Head Master, who will not ask if they have certificates from any "School of Pedagogy," but what degree or other academic or athletic distinction

they have obtained, and will trust that in six months at most they either will be practised teachers or will have realized they never were meant to be and never will be Such assistant masters may begin with a salary of $750 to $1,250, in addition to their residence and board, and they may rise a great deal higher, particularly in the larger Public Schools where they may be set in charge of "Houses," where thirty boys (the limit at Uppingham) or more will board The assistant master is thus responsible to a man of academic training, who has been an assistant himself and knows the University and the School Thus there is a comfortable tenure and a tolerable income to attract men to make teaching their profession for life

The curriculum of a School is affected by the traditions of its class and by its own history Thus it has been the rule at Pocklington School and the Merchant Taylors' School in London (a great school founded by one of the old city companies or guilds) that Hebrew shall be taught But in general the curriculum is made to fit the requirements of the Universities In each University there are about eighteen Colleges, each of which annually offers from six to thirty scholarships, exhibitions and sizarships to be competed for by school-boys The Colleges set their own examinations for these, and as they look rather toward the standard a man must finally attain to win an Honours degree than to that of the examinations corresponding to matriculation in Ontario, they try by stiffening their papers to be sure of getting the best boys Consequently the School has to prepare boys up to a much higher point than is done in Ontario, and all its work is regulated by the requirements for the degree at the end of the long course, and not by the entrance examination at the beginning To manage this, serious education begins at once on a boy's entering the School (I for example began Latin rather late in life —about ten or eleven) The work is graded upwards and boys will consequently enter the Vth Forms (the VIth is the highest), as well prepared as we find them coming to college here. In the Vth and VIth a boy will specialize heavily—twenty hours a week perhaps may be given to Classics or Mathematics or Science as he may choose—and when he enters the University he will have read about as much of the Classics as is required in Canada for an Honour degree There is no universal examination like the

Ontario matriculation, and a School may take the Oxford or the Cambridge "Locals," or the Oxford and Cambridge Joint Board examinations, or manage for itself as the Head Master may arrange. But in any case the pace is set by the scholarship examinations held by the Cambridge and Oxford Colleges about a year before the elected scholars will enter on residence. It may be that not more than two or three boys from a School will compete for these scholarships, but the curriculum is arranged to suit them. Meanwhile the boys who do not go to the University, will in the Vth and VIth have a course equivalent to our first two years at College without Philosophy, and perhaps I might say without English, but that this might lead to misapprehension. There is little formal teaching of English, but a great deal of indirect training in it.

Lastly, tradition makes the indescribable environment of an English Public School what it is. Every School has a well-understood series of "taboos"—such and such things are "bad form," and the "man" who does them is a "hounder." Public opinion is all-powerful except in the large day Schools, where as in Manchester and London, boys come from great distances daily and spend nearly all the daylight not absorbed in School on the underground railway or the tram, and even in such Schools public opinion counts for a great deal. A boy will often enter the Public School at eight or nine and stay there ten years. It becomes in a way his regiment, his college, his club; he is formed by the masters and by the teaching, and very noticeably by the other boys and the games, and at last he comes to have a loyalty, often amounting to something like a passion, for his School. Under the masters the VIth form boy rules the School, partly through his age and knowledge of traditions, and partly because of a deliberate delegation of power to him by the head master. He may set impositions and in some cases inflict corporal punishment, and the general experience seems to be that this arrangement is good for everybody—the VIth form boy and the small boy in particular. In the lower forms the boy learns obedience and respect for authority; in the VIth he tastes responsibility and practises the exercise of authority; and through out tradition fixes the limits for him. One very happy result of these school arrangements is the feeling of a common life, shared

by boys and masters, and a resultant tendency to friendships between them which are helpful to both.*

To resume in conclusion There is no definite system of secondary education in England Each School is governed and moulded by its own traditions, subject to the undefined but not less real influence of University standards These standards are kept up by the competition of the Colleges within the Universities to secure the best possible boys for their own scholarships, by the general pressure of the best educated opinion not formally enforced but felt upon education, and by its free interaction between Cambridge and Oxford, between College and College, School and College, and School and School In a word, though, as is almost universally the rule in England, the real authority is concealed in tradition, it is in education the opinion of educated people, and this is in general entirely trusted, in deference to that other equally accepted rule in England that no one will ever wish to push power or theory to an extreme

T. R. GLOVER

*Tom Brown's Schooldays and Mr Kipling's story *The Brushwood Boy* illustrate English School life much more truly than *Stalky and Co*

THE PROBABILITY QUESTIONS

THE EUCHARISTIC MISSION

CONFERENCE ONE

No. 10

Rev. Luther Wilder

[illegible]

A [illegible] [illegible]

[illegible]

[illegible]

[

Sprachlehre	Deutsche Schreibschrift	
Kapitel	Kapitel	Kapitel
Kommas	Kommas	Kommas
Kommas	Kommas	Kommas
Kommas	Kommas	Kommas

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Sunshine, or, Hope in our Darkness is the
[illegible] Sunshine, or, Hope in our Darkness is the
[illegible] Sunshine, or, Hope in our Darkness is the

[illegible]

[illegible]

[illegible]